The focus of chapter eight in *Understanding by Design* is on grading and reporting in a manner that is as differentiated as the actual curriculum. The point of grading is to give students and their parents the right kind of feedback that will aid them in bettering themselves as learners. The chapter breaks down the essential principles of differentiated grading into six parts:

1: Grades and reports should be based on clearly specified learning goals and performance standards.

2: Evidence used for good grading should be valid.

3: Grading should be based on established criteria, not arbitrary norms.

4: Not everything should be included in grades.

5: Avoid grading based on averages.

6: Focus on achievement, and report other factors separately.

I find these standards to be easy to understand, and fairly easy to integrate into an already differentiated curriculum. I was a little uneasy when the criteria said that habits of work should not be graded along with their work, as I feel it is an important aspect of a student’s learning. However, grading separately for habits of work seems quite reasonable, and I think it will help parents understand where their child is straying in terms of grades.

The focus of chapter eight in *Multiple Intelligences* is on classroom management and discipline while still utilizing the theory of multiple intelligences. MI theory helps to offer a series of alternative perspectives for teachers in dealing with a wide array of students. Student’s minds do not always immediately recognize a teacher’s voice in the din of a classroom, so shouting over them often proves ineffective. I could easily see myself using the linguistic method of writing on the board, asking for silence, or even the musical method of clapping a beat and waiting for a reply from students. Even just by having students help to establish the class norms and rules, I would be exercising the multiple intelligence theory because I would be taking in the opinion s and thoughts of various intelligence types.

Chapter eleven focuses on the use of the multiple intelligence theory in special education. By using the MI theory, teachers can looks at a person with special needs, not in terms of their weakness, but in terms of their strengths. A student who has a reading disability might benefit from an audio book or reading buddy who is willing to read aloud to them and discuss the text with. By finding alternative strengths for special needs students, we can negate the need for alternative classrooms and “special” classes. I would certainly like to integrate this into my classroom, because it would create a great level of equality among my students. No one is smarter, or dumber; we all simply have different strengths in different areas of knowledge.

Chapter twelve focuses on the use of MI theory in encouraging cognitive skills in students. Students are always being told what to think, and they can even think for themselves, but they lack instruction on true deep thinking, often because they are being asked to think deeply in a manner their mind is not conducive to. A student who cannot memorize through simply writing out a word ten times does not necessarily have a bad memory, they are just using the wrong intelligence strategy. Deep thinking is an integral part of Language Arts and English; so encouraging that kind of thinking in my classroom is essential. I can best encourage deep thinking and optimize cognitive processes by encouraging each student to address their work in the most effective intelligence for them.